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ABSTRACT

This guide reflects the definition of reading as a complex intellectual act involving a variety of behaviors to decode and comprehend printed symbols and is intended to help the teacher be aware of all the skills within each dimension of the reading act. The reading skills are described in terms of learner behavior and a criterion reference is provided for judging the effectiveness of instruction. The skills appropriate for each of the goals are categorized under the major skill areas of decoding, comprehension, and study skills and are referred to as general instructional objectives. The schematic arrangement of goals, general curricular objectives, and instructional objectives becomes the framework for reading instruction. The pages of the notebook are color coded to the instructional objectives and additional coding is used to identify objectives concerned with the major skill areas. (WR)

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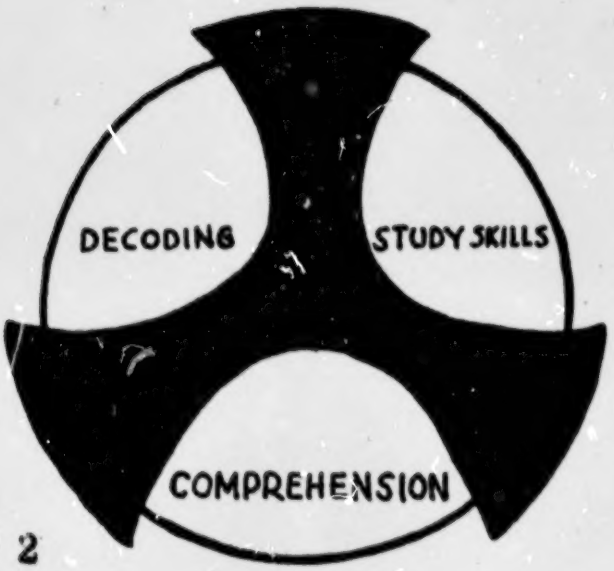
A SCOPE OF LEARNER BEHAVIORS IN READING



CS 001 703

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INTRODUCTION

This scope of learner behaviors in reading reflects the definition that reading is a complex intellectual act involving a variety of behaviors to decode and comprehend the printed symbol. It is intended to help the teacher be aware of all the skills within each dimension of the reading act. By precisely describing the skills in terms of learner behavior, a criterion reference is provided for judging the effectiveness of instruction.

The total array of skills appropriate to each of the goals are categorized under the major skill areas of decoding, comprehension, and study skills and are referred to as general curricular objectives. For each of these general objectives, a series of instructional objectives is identified. The schematic arrangement of (1) goals, (2) general curricular objectives, and (3) instructional objectives becomes the framework for reading instruction in the district.

Organization of the Scope of Learner Behaviors in Reading

The goals of the reading program and their related general curricular objectives are presented on the master chart located at the front of the looseleaf notebook. The color-coded pages of the notebook contain the instructional objectives: yellow for decoding, green for comprehension, and pink for study skills.

To facilitate the use of this material and to designate the relationship between a general curricular objective and its corresponding instructional objectives, additional coding was devised. All objectives prefixed by the letter "A" concern themselves with some aspect of decoding. Those prefixed by the letter "B" are related to skills of comprehension, and those in the "C" category

deal with study skills. The first numeral immediately following a letter code relates to position as one reads down the chart from top to bottom. For example, A3 refers to a decoding skill - that of using structural analysis - because that is the third technique listed under decoding.

The skills coded A1 and A2 have intermediary component skills not found in any other categories. Therefore, a second numeral is used which again indicates position on the chart and not a specific sequence. Thus, one finds A11, A12, A13 and A21. All other categories have zero as the second digit.

Finally, each numeral following a hyphen numbers the objective according to its position in the list of more specific skills related to a general curricular objective. For example: A21-4 indicates the fourth objective listed under the first component of phonemic analysis which is the second technique found for decoding a printed symbol.

It will be noted above that a sequence of skill development is not provided for in this material because some skills are dependent learnings while others are not. However, there are a number of exceptions:

1. The component skills of comprehension are placed in a hierarchy according to the thinking skills involved. Thus, B1 - comprehending at the literal level - calls for a simpler type of behavior than B3 - comprehending at the critical level. (It is impossible to sequence most behavior as research is not available to give supportive data.)
2. A11, A12, and A13 are sequential on the basis of research which supports the teaching of skills involving auditory discrimination before visual discrimination.

3. A21-1 focuses upon phoneme-grapheme correspondences of consonants in any position in a word to identify that word. The corresponding instructional objectives deal with the initial position in a word because research has shown this is the easiest to learn. The teaching of the phoneme-grapheme correspondence of that same consonant in the final and then medial positions in that order would follow.
4. Since alphabetical sequence is a prerequisite skill for using several reference materials, it is placed first in the area of study skills.

The use of this scope provides a check for the teacher to ensure there are no omissions of skills needed by the learner in the act of reading. It is not intended that the instructional objectives suggested in this material are the only means for reaching the terminal behaviors described. Rather, the scope of learner behaviors presented is to serve as a framework for categorizing the specific instructional objectives used by the teacher in the daily instructional program. Using evaluative instruments designed to test each of the more specific objectives, the determination of individual needs for any learner can be made and instruction planned accordingly.

Mary Louise Burke
Coordinator of Primary Reading

Betty Major
Coordinator of Intermediate Reading

ACKNOWLEDGMENTS

Many people contributed in various ways to this publication. It is impossible to enumerate them all but their efforts are greatly appreciated. We would especially like to thank:

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In addition, credit is given to Thomas C. Barrett for his Taxonomy of Reading Comprehension which was used as a guide in developing our comprehension objectives.

A personal thanks is given to Alice Stoops and Lenore Tullus who spent considerable time in typing and assembling the material.

SCOPE OF LEAR

The learner will use a variety of techniques to decode the printed symbol.

The le in a va

THE LEARNER WILL . . .

THE LEARNE

A1 Use *auditory and visual perception* preparatory to decoding the printed symbol.

- A11 Discriminate auditorially general sounds, phonemes, and rhyming words.
  - A11-1 Distinguish similarities and/or differences in *environmental sounds.*
  - A11-2 Distinguish similarities and/or differences among *phonemes.*
  - A11-3 Distinguish similarities and/or differences among the *sounds of the rhyming elements in words.*
- A12 Discriminate visually objects, pictures, shapes, letter forms, and word configurations.
  - A12-1 Distinguish likenesses and/or differences among *objects, pictures, and shapes.*
  - A-12-2 Distinguish likenesses and/or differences among *upper and lower case letter forms.*
  - A12-3 Distinguish likenesses and/or differences in *word configurations.*
- A13 Associate graphemes with their names.
  - A13-1 Recognize and name all twenty-six *graphemes of the alphabet* in both upper and lower case forms.

A2 Use *phonemic analysis* to decode the printed symbol.

- A21 Combine auditory and visual cues to derive phoneme-grapheme correspondences.
  - A21-1 Recognize and use phoneme-grapheme correspondences of *consonants* in any position in a word to identify that word.
  - A21-2 Recognize and use phoneme-grapheme correspondences of *vowels* in any position in a word to identify that word.
  - A21-3 Recognize and use phoneme-grapheme correspondences of *consonant blends* in any position in a word to identify that word.
  - A21-4 Recognize and use phoneme-grapheme correspondences of *consonant digraphs* in any position in a word to identify that word.
  - A21-5 Recognize and use phoneme-grapheme correspondences of a *consonant digraph with a silent consonant* in a word to identify that word.
  - A21-6 Recognize and use phoneme-grapheme correspondences of *consonants having more than one sound* to identify a word.
  - A21-7 Recognize and use phoneme-grapheme correspondences of *vowel digraphs* in any position in a word to identify that word.
  - A21-8 Recognize and use phoneme-grapheme correspondences of *diphthongs* in any position in a word to identify that word.
  - A21-9 Recognize and use phoneme-grapheme correspondences of *r, l, and w with a vowel* to identify that word.

- A30-1 Recognize and use *graphemic bases* as an aid in word identification.
- A30-2 Recognize and use the components of *compound*

B1 Comprehend identifying information material pre read by the difficulty le

B2 Comprehend formulating and associat in material read by the difficulty lev

B3 Comprehend evaluating a the material read by the difficulty lev

ARNER BEHAVIORS IN

The learner will think about and react to written material in a variety of ways.

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THE LEARNER WILL . . .

B1 Comprehend at the *literal level* by identifying or recalling the ideas and information explicitly stated in any material presented by the teacher or read by the learner at his appropriate difficulty level.

- B10-1 Identify or recall such details as the characters, the time a story took place, the setting of a story, or an incident described in a story, when such details are explicitly stated in the material read.
- B10-2 Identify or recall the order of incidents or actions explicitly stated in the material read.
- B10-3 Identify or recall likenesses and differences among characters, times in history, and/or places that are explicitly compared by the author of the material read.
- B10-4 Identify or recall reasons for certain incidents, events, or characters' actions explicitly stated in the material read.
- B10-5 Read and follow written directions as stated.

B2 Comprehend at the *interpretive level* by formulating conjectures, hypotheses, and associations based on content clues in material presented by the teacher or read by the learner at his appropriate difficulty level.

- B20-1 Conjecture about additional details which might have been included in the material to make it more informative or interesting.
- B20-2 Infer the main idea when it is not explicitly stated in the material.
- B20-3 Infer the time and/or story setting when it is not explicitly stated in the material.
- B20-4 Infer likenesses and differences of story characters, times, and/or places described in the material.
- B20-5 Infer the reasons for certain incidents, events, or characters' actions when not explicitly stated in the material.
- B20-6 Conjecture about the outcome of a selection when only the initial portion of it has been read.

B3 Comprehend at the *critical level* by evaluating and making judgments about the material presented by the teacher or read by the learner at his appropriate difficulty level.

- B30-1 Judge whether the content of a selection could have described a real-life situation.
- B30-2 Judge whether the information presented in a selection is fact or opinion.
- B30-3 Judge the comprehensiveness and accuracy of a subject as presented by one author when compared to other sources on that same subject.
- B30-4 Judge the appropriateness of any selection or parts of a selection in terms of its relevance to solving a problem.
- B30-5 Judge whether the character's actions are suitable for the particular situation described.

THE LEARNER WILL

C1 Locate *information in ence materials.*

C2 Interpret *visual and material.*

C3 Organize *information.*

C4 Adjust the *rate of* material and purpose

ORS IN READING

material

The learner will use reading as an essential tool for learning.

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THE LEARNER WILL . . .

C1 Locate *information in appropriate reference materials.*

- C10-1 Use *alphabetical sequence* as an aid in locating information.
- C10-2 Recognize and use the *specialized parts of a book* as an aid in locating information.
- C10-3 Use the *card catalog and other index systems* as an aid in locating information.
- C10-4 Use the *dictionary* to locate and derive meanings of any word.
- C10-5 Select an appropriate *encyclopedia* and use the specific content of that encyclopedia as a source of information.
- C10-6 Use an appropriate *telephone directory* as an aid in locating specific information.
- C10-7 Identify and use *various sections of a newspaper* as sources of information.
- C10-8 Use *specialized books* as a source of information.

C2 Interpret *visual and representational material.*

- C20-1 Interpret and use information presented in a *table or schedule.*
- C20-2 Locate specific areas on a *map or globe* and interpret information about that area.
- C20-3 Interpret and use information presented in a *diagram or model.*
- C20-4 Interpret and use information presented on a *graph or chart.*

C3 Organize *information.*

- C30-1 Arrange *information obtained in a specific order or pattern.*
- C30-2 Classify *information according to criteria or system.*
- C30-3 Write accurate, concise *summaries* of materials read.
- C30-4 Use *outlining* to organize information.

C4 Adjust the *rate of reading* to the material and purpose for which it is

- C40-1 Project meaning and mood of a selection through *oral interpretation.*

identify that word.

A21-2 Recognize and use phoneme-grapheme correspondences of *vowels* in any position in a word to identify that word.

A21-3 Recognize and use phoneme-grapheme correspondences of *consonant blends* in any position in a word to identify that word.

A21-4 Recognize and use phoneme-grapheme correspondences of *consonant digraphs* in any position in a word to identify that word.

A21-5 Recognize and use phoneme-grapheme correspondences of a *consonant digraph with a silent consonant* in a word to identify that word.

A21-6 Recognize and use phoneme-grapheme correspondences of *consonants having more than one sound* to identify a word.

A21-7 Recognize and use phoneme-grapheme correspondences of *vowel digraphs* in any position in a word to identify that word.

A21-8 Recognize and use phoneme-grapheme correspondences of *diphthongs* in any position in a word to identify that word.

A21-9 Recognize and use phoneme-grapheme correspondences of *r, l, and w with a vowel* to identify that word.

A21 Combine auditory and visual cues to derive phoneme-grapheme correspondences.

A2 Use *phonemic analysis* to decode the printed symbol.

A30-1 Recognize and use *graphemic bases* as an aid in word identification.

A30-2 Recognize and use the components of *compound words* as an aid in word identification.

A30-3 Recognize *inflectional endings* as a component to aid in word identification.

A30-4 Use the *root word* of any word containing an affix as an aid in word identification.

A30-5 Recognize and use *prefixes* as an aid in word identification.

A30-6 Recognize and use *suffixes* as an aid in word identification.

A30-7 Apply *syllabication generalizations* in conjunction with any other word analysis skill as an aid in word identification.

A30-8 Recognize and use the *possessive form* of a word.

A30-9 Recognize the components of *contractions* as an aid in word identification.

A3 Use *structural analysis* to decode the printed symbol.

A40-1 Use *pictures as a clue* in word identification.

A40-2 Use *clues in the context* in conjunction with any other word analysis skill as an aid in word identification.

A4 Use *clues in the context* to decode the printed symbol.

A50-1 Use the *pronunciation respelling* of a multi-syllabic word in a dictionary to decode that word.

A5 Use the *dictionary* to decode a word.

B2 Comprehend
formulating
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difficulty lev

B3 Comprehend
evaluating an
the material
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difficulty lev

B4 Comprehend
reacting sens
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B5 Develop and

have been included in the material to make it more informative or interesting.

B20-2 Infer the main idea when it is not explicitly stated in the material.

B20-3 Infer the time and/or story setting when it is not explicitly stated in the material.

B20-4 Infer likenesses and differences of story characters, times, and/or places described in the material.

B20-5 Infer the reasons for certain incidents, events, or characters' actions when not explicitly stated in the material.

B20-6 Conjecture about the outcome of a selection when only the initial portion of it has been read.

B2 Comprehend at the *interpretive level* by formulating conjectures, hypotheses, and associations based on content clues in material presented by the teacher or read by the learner at his appropriate difficulty level.

C2 Interpret *visual an material.*

B30-1 Judge whether the content of a selection could have described a real-life situation.

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B30-3 Judge the comprehensiveness and accuracy of a subject as presented by one author when compared to other sources on that same subject.

B30-4 Judge the appropriateness of any selection or parts of a selection in terms of its relevance to solving a problem.

B30-5 Judge whether the character's actions are suitable for the particular situation described.

B3 Comprehend at the *critical level* by evaluating and making judgments about the material presented by the teacher or read by the learner at his appropriate difficulty level.

C3 Organize *information*

C4 Adjust the *rate* material and purpo being read.

B40-1 Empathize with the characters and demonstrate an emotional response to the content.

B40-2 Respond to the literary quality of a selection in terms of the author's techniques, form, and style.

B4 Comprehend at the *appreciative level* by reacting sensitively to the content and literary elements of a selection presented by the teacher or read by the learner at his appropriate difficulty level.

B50-1 Develop a reading vocabulary beginning with the extension of his listening vocabulary.

B50-2 Acquire and use a sight vocabulary.

B50-3 Use clues in the context to determine the meaning of a word.

B50-4 Use a dictionary and/or glossary to select a definition of a word appropriate to the context.

B50-5 Recognize and use synonyms, antonyms, homonyms, and heteronyms.

B50-6 Recognize and translate figurative, idiomatic, and cultural language.

B50-7 Acquire the specialized vocabularies of materials in the content areas.

B5 Develop and expand *vocabulary.*

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C2 Interpret *visual and representational material.*

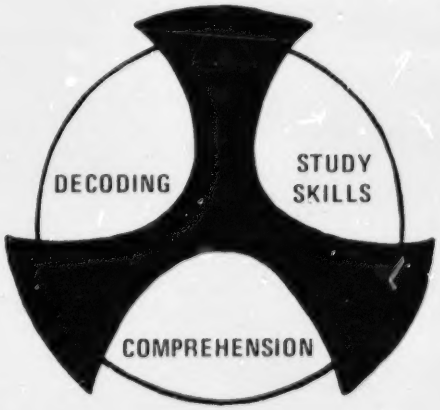
- C20-1 Interpret and use information presented in a *table or schedule.*
- C20-2 Locate specific areas on a *map or globe* and interpret information about that area.
- C20-3 Interpret and use information presented in a *diagram or model.*
- C20-4 Interpret and use information presented on a *graph or chart.*

C3 Organize *information.*

- C30-1 Arrange *information obtained in a specific order or pattern.*
- C30-2 Classify *information according to criteria or system.*
- C30-3 Write accurate, concise *summaries* of materials read.
- C30-4 Use *outlining* to organize information.

C4 Adjust the *rate of reading* to the material and purpose for which it is being read.

- C40-1 Project meaning and mood of a selection through *oral interpretation.*
- C40-2 Use the silent reading skills of *skimming and scanning* as predetermined by the purpose and nature of the material read.



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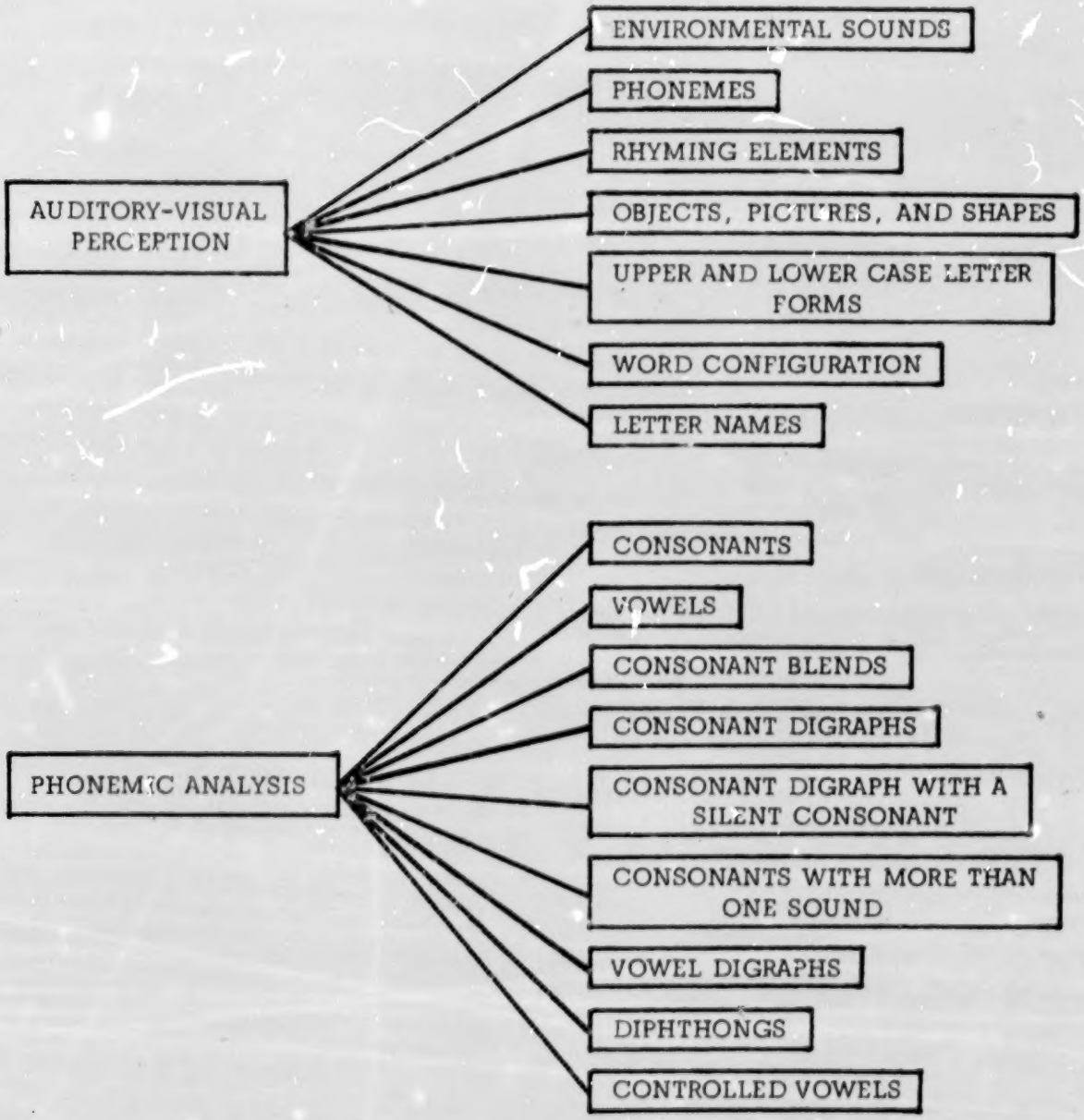
DECODING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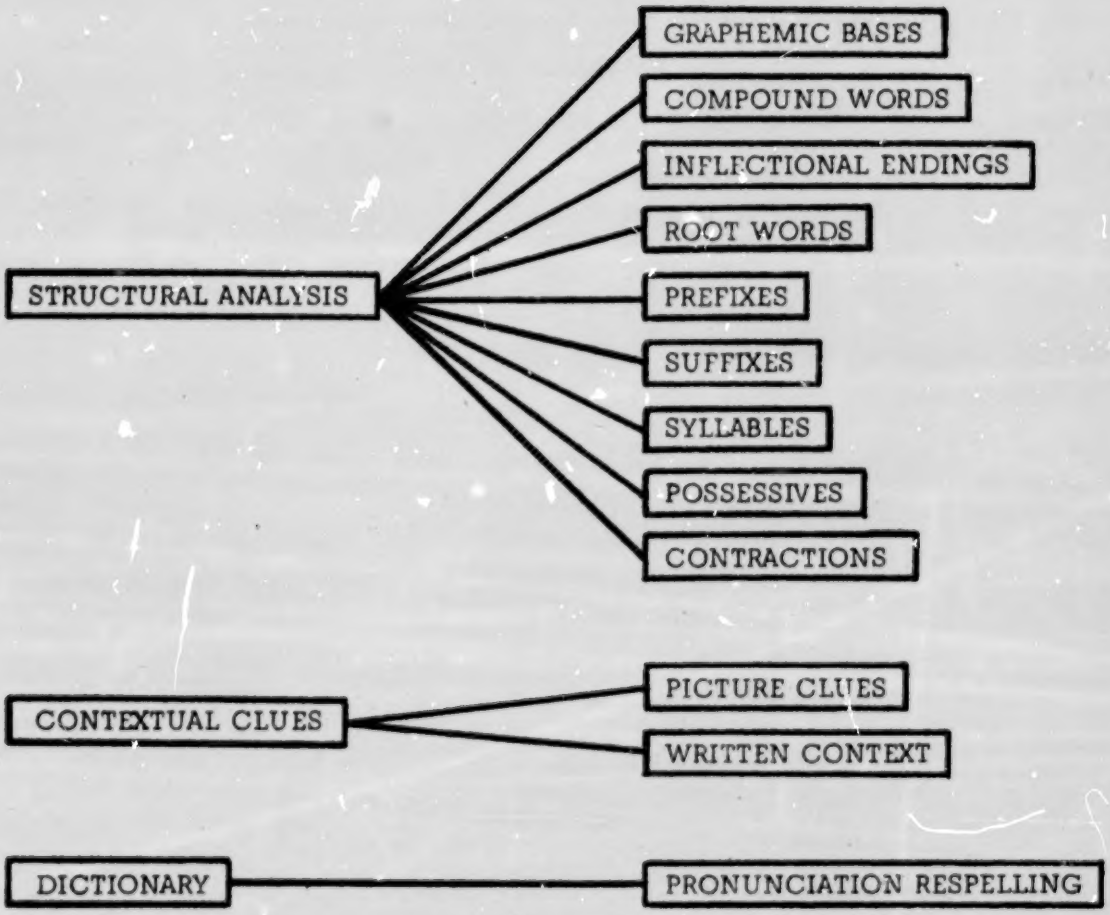
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INFLECTIONAL ENDINGS
ROOT WORDS
PREFIXES
SUFFIXES
SYLLABLES
POSSESSIVES
CONTRACTIONS
CONTEXTUAL CLUES
PICTURE CLUES
WRITTEN CONTEXT
DICTIONARY
PRONUNCIATION RESPELLING

A11-1

Distinguish similarities and/or differences in envoronmental sounds.

After listening, with his eyes closed, to familiar environmental sounds, the learner will identify each one.

After listening, with his eyes closed, to familiar sounds from home and school, the learner will identify the sound and tell whether it might be heard at school, or both.

After listening, with his eyes closed, to several loud and soft sounds, the learner will identify each sound as being either loud or soft.

After listening to two sounds, one grossly different, the learner will tell whether the sounds are alike or different.

After listening to sounds with varying intensity and pitch on instruments, the learner will distinguish among these sounds by describing each as loud, soft, high or low.

Given sounds in varying rhythmic patterns, the learner will reproduce the patterns heard.

A11-2

Distinguish similarities and/or differences among phonemes.

Given three names orally (Ben, Betty,Mark), the learner will identify the two names that begin with the same phoneme.

Given a list of words orally, the learner will be able to pick out the one with a different beginning phoneme.

Given three picture word cards depicting objects whose names begin with the same phoneme, the learner will identify the objects pictured and tell if they begin with the same phoneme.

A11-3

Distinguish similarities and/or differences among the sounds of the rhyming elements in words.

Given three words orally, all of which rhyme, the learner will pronounce the words and identify them as rhyming words.

Given a list of words orally, two of which rhyme, the learner will identify those that rhyme.

Given a series of word pairs orally, some of which rhyme, the learner will identify the rhyming pairs.

A12-1

Distinguish likenesses and/or differences among objects, pictures, and shapes.

Given pairs of objects, some exactly alike and some different, the learner will identify the pairs that are alike.

Given a key picture and two other pictures, one of which is identical to the key picture, the learner will identify the picture that is the same as the key picture.

Given a picture of two similar objects containing one difference, the learner will identify the difference.

Given a key geometric figure and other geometric figures, some of which have the same shape as the key figure, the learner will identify those figures that are the same.

A12-2

Distinguish likenesses and/or differences among upper and lower case letter forms.

Given a key letter and a group of grossly different letters some of which are the key letter, the learner will identify from the group those that are the same as the key letter.
(Repeat for upper and lower case letters.)

Given a group of letters which are similar in shape and some which are identical, the learner will identify the ones that are exactly alike. (Repeat for upper and lower case letters.)

Given any three letters that are exactly alike and one that is clearly different, the learner will identify the letter that is different.

A12-3

Distinguish likenesses and/or differences in word configuration.

Given three words, two of which are the same, the learner will identify those words that are alike.

Given a key word and four additional words, one of which is the key word, the learner will identify that word. (Proceed from grossly different words to very similar words.)

A13-1

Recognize and name all twenty-six graphemes of the alphabet in both upper and lower case forms.

Given a letter and its name, the learner will trace the letter with his finger and name the letter.

Given a key letter and a series of letters, some the same as the key letter, the learner will name the key letter and all others that are the same.

Given a letter name orally, the learner will select that letter from a series of three or four letters.

Given a group of upper case letters and one of lower case letters, the learner will match the upper case with the lower case and name the letters.

A21-1

Recognize and use phoneme-grapheme correspondences of consonants in any position in a word to identify that word.

Given three words orally which begin with the same consonant sound, the learner will state how the words are alike.

Given three words pronounced by the teacher, two of which have the same beginning consonant sound, the learner will identify the words which begin with that same sound.

Given three written words which begin with the same consonant, the learner will state how the words are alike.

Given five pictures, two of which show objects whose names begin with the same sound, the learner will identify the two pictures whose object names begin with the same sound.

Given a picture and three consonants, one of which represents the initial consonant heard in the picture name, the learner identifies that consonant.

Given a group of objects whose names begin with different initial consonants and letter cards with these consonants, the learner will match the correct consonant to each object.

Given a group of pictures whose names begin with different consonants and letter cards with these consonants, the learner will match the correct consonant to each picture.

Given a list of words and a word pronounced by the teacher, the learner identifies a word or words in the list beginning with the same initial consonant as the pronounced word.

Given a word orally, the learner will write the initial consonant heard in that word.

Given a picture of an object whose name begins with a specific initial consonant, the learner will write that consonant.

(Repeat these objectives for the consonant in the final position.)

A21-2

Recognize and use phoneme-grapheme correspondences of vowels in any position in a word to identify that word.

Given three words orally which begin with the same vowel sound, the learner will state how the words are alike.

Given three words pronounced by the teacher, two of which begin with the same vowel sound, the learner will identify those words which begin with the same sound.

Given three written words which begin with the same vowel, the learner will state how the words are alike.

Given a specific vowel and a group of pictures, some of which picture objects whose names begin with that vowel, the learner will identify those pictures.

Given a word orally beginning with a specific vowel and a list of words, some of which begin with that vowel, the learner will identify those words.

Given a word orally beginning with a specific vowel, the learner will write the vowel heard at the beginning of that word.

Given pictures of objects whose names begin with a vowel, the learner will write the vowel represented in each picture name.

Given an unknown one-syllable word, the learner will note the vowel and blend it with the consonants to pronounce the word.

A21-3

Recognize and use phoneme-grapheme correspondences of consonant blends in any position in a word to identify that word.

Given three words orally which begin with the same consonant blend*, the learner will state how the words are alike.

Given three words orally, two of which begin with the same consonant blend, the learner will identify those words which begin alike.

Given three written words which begin with the same consonant blend, the learner will state how the words are alike.

* See glossary

Given a word orally beginning with a specific blend and a list of words, some of which begin with that blend, the learner will identify those words.

Given a specific consonant blend and pictures, some of whose names begin with that blend, the learner will identify those pictures.

Given a word orally beginning with a consonant blend, the learner will write that blend.

Given a group of pictures whose names begin with a consonant blend, the learner will write the initial consonant blend heard in the picture name.

Given an unknown word beginning with a consonant blend, the learner will note the blend and pronounce the word.

Given sentences with words containing blends, the learner will read the sentences orally, correctly pronouncing each word.

A21-4

Recognize and use phoneme-grapheme correspondences of consonant digraphs in any position in a word to identify that word.

Given three words orally which begin with the same consonant digraph (sh, ch, th, ph, or wh), the learner will indicate that the words begin alike.

Given three words orally, two of which begin with the same consonant digraph (sh, ch, th, ph, or wh), the learner will identify the words that begin alike.

Given three written words which begin with the same consonant digraph (sh, ch, th, ph, or wh), the learner will state how the words are alike.

Given a familiar word with a familiar graphemic base, the learner will replace the beginning letter of the word with the consonant digraph being taught and pronounce the new word.

Given a group of pictures depicting objects whose names begin with a consonant digraph, and a specific consonant digraph, the learner will identify those pictures whose object name begins with that specific digraph.

Given a word pronounced by the teacher beginning with a consonant digraph, the learner will write that digraph.

Given a picture of an object whose name begins with a digraph, the learner will write that digraph.

A21-5

Recognize and use phoneme-grapheme correspondences of a consonant digraph with a silent consonant in a word to identify that word.

Given three words orally, which begin with the same consonant digraph having one consonant silent, the learner will indicate that the words begin alike.

Given three words orally, two of which begin with the same consonant digraph having one consonant silent, the learner will identify the two words beginning alike.

Given three written words containing a consonant digraph with one consonant silent, the learner will state how the words are alike.

Given a word pronounced by the teacher beginning with a consonant digraph having one consonant silent, the learner will write that digraph.

A21-6

Recognize and use phoneme-grapheme correspondences of consonants having more than one sound to identify a word.

Given three words orally which contain a specific sound of c, the learner will identify that the letter c has the same sound in each word. (Repeat for the letters j or s)

Given three words orally, two of which contain a specific sound of the letter c and the third the other sound of c, the learner will identify the words which contain the same sound for c. (Repeat for the letters j or s)

Given a list of words containing a c, g, or s, some of which are the hard sound and some the soft sound of those letters, the learner will categorize the words according to those sounds.

Given the rule "the letter c or g has the soft sound followed by e, i, or y" and a list of words containing soft c or g, the learner pronounces the words correctly.

Given a list of words containing either soft or hard c or g, the learner applies the appropriate rule and pronounces the words correctly.

Given a list of words containing an s, some of which are pronounced /s/ and some /z/, the learner groups the words according to sound and pronounces them correctly.

A21-7

Recognize and use phoneme-grapheme correspondences of vowel digraphs in any position in a word to identify that word.

Given three words orally which contain the same vowel digraph, the learner will indicate that the words contain the same digraph.

Given three words orally, two of which contain the same vowel digraph, the learner will identify these words in which the sound of the vowel digraph is the same.

Given three written words which contain the same vowel digraph, the learner will state how the words are alike.

Given a word pronounced by the teacher containing any vowel digraph, the learner will write that digraph.

Given a word missing its specific vowel digraph, the learner will write the missing digraph.

A21-8

Recognize and use phoneme-grapheme correspondences of diphthongs in any position in a word to identify that word.

Given three words orally which contain the same vowel diphthong, the learner will indicate that the words contain that same sound.

Given three words orally, two of which contain the same vowel diphthong, the learner will identify those words which contain the same vowel diphthong sound.

Given three written words containing the same vowel diphthong, the learner will tell how those words are alike.

Given a word orally containing a specific vowel diphthong and a list of vowel diphthongs, the learner will identify which diphthong is contained in each word.

A21-9

Recognize and use phoneme-grapheme correspondences of r, l, and with a vowel to identify that word.

Given three words orally which contain the same r controlled vowel combination, the learner will identify the part of the words which sound alike.

Given three words orally, two of which contain the same r controlled vowel combination and the third having a grossly different vowel sound, the learner will identify the two words having the same vowel sound.

Given three written words which contain the same r controlled vowel combination, the learner will indicate that part of each word which is alike.

Given a picture of an object whose name contains an r controlled vowel and a list of r controlled vowels, the learner will match the r controlled vowel found in the picture name with the picture.

Given a written word containing a missing r controlled vowel combination, the learner will write that missing combination.

Given a picture whose name contains an r controlled vowel, the learner writes the vowel affected by an r in that picture name.

(Repeat for l controlled combinations where appropriate.)

A30-1

Recognize and use graphemic bases as an aid in word identification.

Given four words orally, three of which have the same graphemic base, the learner will be able to identify the words having the common base.

Given a list of one-syllable words which contain a common graphemic base, the learner will identify those words having the common graphemic base.

Given a written cue word and a series of four other written words, some of which have the same graphemic base as the cue word, the learner will identify those words having that same base.

Given one word containing a specific graphemic base and a list of words, some of which contain that graphemic base, the learner will pronounce those words having that base.

Given a list of words containing variant final graphemic bases, the learner will categorize the words with like endings into groups and pronounce each word.

Given a sentence containing an unfamiliar word with a familiar graphemic base, the learner will read the sentence and pronounce the new word.

A30-2

Recognize and use the components of compound words as an aid in word identification.

Given a list of compound words composed of two familiar words, the learner will identify the two smaller words used to form each compound word.

Given several sentences or phrases containing compound words composed of familiar words, the learner will identify and pronounce the compound words and name the two smaller words.

Given two lists of selected familiar words, the learner will combine them to form meaningful compound words and then will pronounce the newly formed words.

Given a list of selected familiar words and a set of incomplete sentences, the learner will form compound words from the list and use them to complete the sentences.

A30-3

Recognize inflectional endings as a component to aid in word identification.

Given words orally, some of which contain the inflectional ending s, the learner will identify those words containing the inflectional ending.

Given a group of printed words, some containing the inflectional ending s, the learner will identify those words having the inflectional ending.

Given a word containing the inflectional ending s, the learner will note the ending and pronounce the new word.

Given several sentences containing words with the inflectional ending s, the learner will read the sentence.

(Repeat these objectives for the inflectional endings es, ed, and ing)

A30-4

Use the root word of any word containing an affix as an aid in word identification.

Given a list of familiar root words containing affixes, the learner will identify the root words.

Given unknown polysyllabic words whose components are familiar root words and prefixes or suffixes, the learner will identify the root and pronounce the words.

A30-5

Recognize and use prefixes as an aid in word identification.

Given a list of words, some of which contain prefixes, the learner will identify the words with prefixes.

Given a list of words containing prefixes and several distractors, the learner will identify each prefix.

Given a list of prefixes and a list of familiar root words, the learner will match the roots and prefixes to make meaningful words and will pronounce the new words.

A30-6

Recognize and use suffixes as an aid in word identification.

Given a list of familiar root words to which suffixes have been added, the learner will identify both the root word and the suffix.

Given a list of words containing suffixes and several distractors, the learner will identify each suffix.

Given a list of familiar root words and a list of suffixes, the learner will match the roots and suffixes to make meaningful words and will pronounce the new words.

A30-7

Apply syllabication generalizations in conjunction with any other word analysis skill as an aid in word identification.

Given orally a one or two syllable word, the learner will identify the number of syllables heard in the word.

Given a written list of one or two syllable familiar words, the learner will identify the number of syllables in each word.

Given a written list of words, the learner will apply the appropriate rule and divide the word into syllables.

Given a word orally, the learner will identify the accented syllable in the word.

Given a list of familiar words, the learner will identify the accented syllable in each word.

Given a new word containing two or more syllables, the learner will apply the appropriate rules to note the syllables and the accented syllable, and will then pronounce the word.

A30-8

Recognize and use possessive form of a word.

Given phrases containing possessives, the learner will identify the possessives.

Given phrases, some of which contain possessives, the learner will identify the phrases showing possession.

Given sentences containing unfamiliar words showing possessions, the learner will apply the appropriate rules for pronouncing the new words and read the sentence.

A30-9

Recognize the components of contractions as an aid in word identification.

Given a sentence containing a contraction, the learner will identify the contraction.

Given two lists of words, one of contractions and the other containing the component parts of the contractions, the learner will match the contraction with its component parts.

Given a list of contractions, the learner will pronounce each of the contractions and state the two base words from which it was built.

A40-1

Use pictures as a clue in word identification.

Given a new word in the text of a story, the learner will look at the accompanying picture for clues to help identify the new word.

A40-2

Use clues in the context in conjunction with any other word analysis skill as an aid in word identification.

Given a sentence missing a word but with the beginning letter of that word identified, the learner will supply the correct word.

Given a sentence missing a word, but with the graphemic base for that missing word identified, the learner will supply the missing word.

A50-1

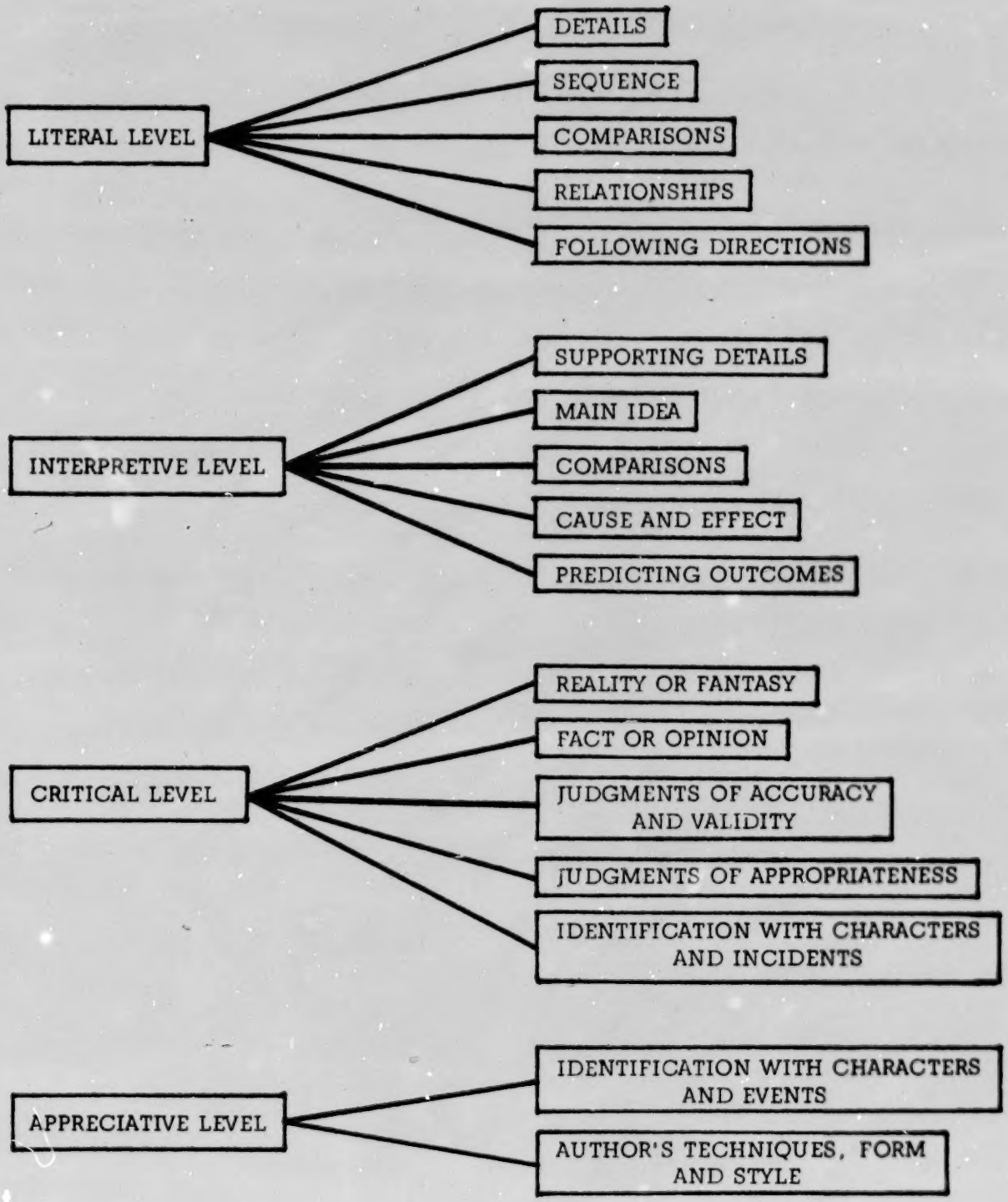
Use the pronunciation respelling of a multi-syllabic word in a dictionary to decode that word.

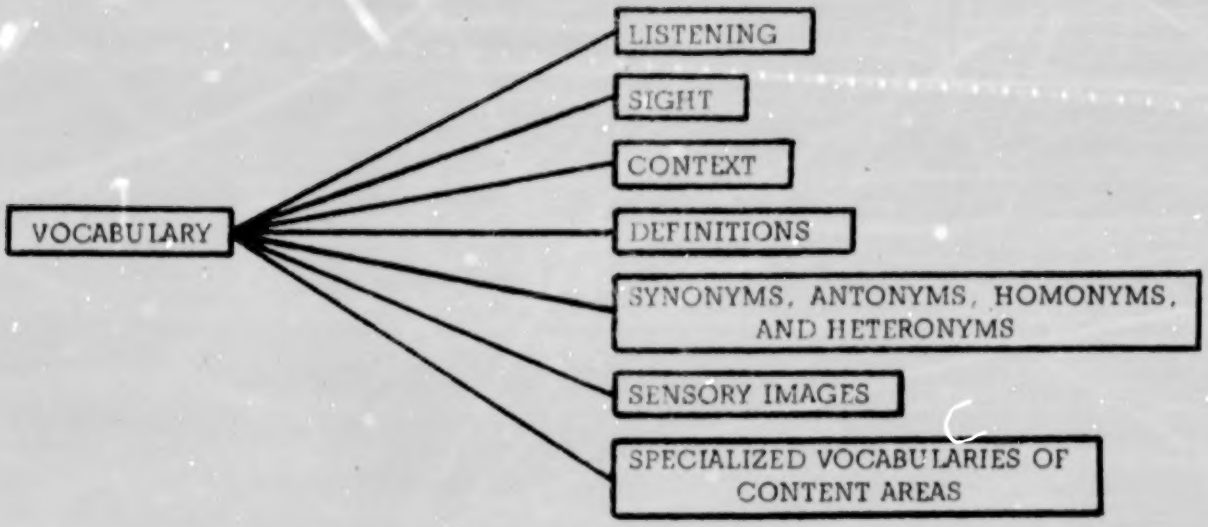
Given a dictionary and a list of words divided into syllables, the learner will use the dictionary to correctly place the accent mark.

Given a list of words with diacritical markings, the learner will use the dictionary pronunciation guide to correctly pronounce the words.

Given a list of dictionary pronunciations, the learner will pronounce the words.

COMPREHENSION


LITERAL LEVEL
DETAILS
SEQUENCE
COMPARISONS
RELATIONSHIPS
FOLLOWING DIRECTIONS
INTERPRETIVE LEVEL
SUPPORTING DETAILS
MAIN IDEA
COMPARISONS
CAUSE AND EFFECT
PREDICTING OUTCOMES
CRITICAL LEVEL
REALITY OR FANTASY
FACT OR OPINION
JUDGMENTS OF ACCURACY AND VALIDITY
JUDGMENTS OF APPROPRIATENESS
IDENTIFICATION WITH CHARACTERS AND INCIDENTS
APPRECIATIVE LEVEL
IDENTIFICATION WITH CHARACTERS AND EVENTS
AUTHOR'S TECHNIQUES, FORM AND STYLE


VOCABULARY
LISTENING
SIGHT
CONTEXT
DEFINITIONS
SYNONYMS, ANTONYMS, HOMONYMS, AND HETERONYMS
SENSORY IMAGES
SPECIALIZED VOCABULARIES OF CONTENT AREAS

B10-1

Identify or recall such details as the characters, the time a story took place, the setting of a story, or an incident described in a story, when such details are explicitly stated in the material read.

Having listened to a selected passage, the learner will respond orally to questions of who (characters), what (incidents), when (time), where (setting), or why (reasons for incidents).

Having read a selection containing the key elements (character, incidents, reasons for incidents, time, and setting), the learner will recall one or more elements.

Given a list of facts based on a selected passage containing the key elements (character, incidents, reasons for incidents, time, and setting, the learner will identify which of the key elements is missing and add facts to the list to correct the omissions.

B10-2

Identify or recall the order of incidents or actions explicitly stated in the material read.

Having read or listened to a selected passage, the learner will recall three action events from the story in the order in which they happened.

Given events from a previously read or heard story, the learner will arrange the events sequentially.

Given a short written selection in which events are clearly out of order, the learner will rearrange the events in correct sequential order.

Given a story selection in which the paragraphs are clearly out of order, the learner will read each paragraph and number them so that correct sequential order is established.

B10-3

Identify or recall likenesses and differences among characters, times in history and/or places that are explicitly compared by the author of the material read.

Having read or listened to a selection and identified the main characters, the learner will list from memory descriptions used by the author to describe each character. (physical characteristics and personality traits)

Having read or listened to a selection, identified characters, and recalled specific descriptive phrases, the learner will identify physical characteristics and personality traits common to more than one.

Given a selection in which two time settings are specifically described, the learner will restate descriptive words and phrases about each setting and identify factors common to both time settings, as well as factors pertaining to only one time setting.

Given a selection in which more than one physical setting is described, the learner will recognize or recall descriptive words and phrases common to both settings as well as those pertinent to only one.

B10-4

Identify or recall reasons for certain incidents, events, or characters' actions explicitly stated in the material read.

Given an appropriate selection, the learner will explain orally the specific reasons for incidents or events as stated in the selection.

Given three reasons for an event in a specific selection, one of which is stated by the author, the learner will select the author's reason.

Given an appropriate selection, the learner will identify in writing the reasons for events as stated in the selection.

(These objectives may also apply to the reasons for the characters' actions in a specific selection)

B10-5

Read and follow written directions as stated.

Given oral directions calling for physical movement, the learner will follow the directions in correct order.

Given specific written directions for completing an assignment, the learner will follow directions as stated.

Given specific written directions for completing a drawing or illustration, the learner will make the drawing or illustration according to the directions.

Given specific written directions for completing a model, the learner will make the model according to the directions.

B20-1

Conjecture about additional details the author might have included in the material which would have made it more informative, interesting or appealing.

Having read or listened to a selection, the learner will suggest additional supporting details which the author might have included and discuss his reasons for choosing these ideas.

Given pictures from a familiar story, the learner will discuss how the illustrations of the story might be changed to make the story more meaningful or appealing.

B20-2

Infer the main idea, when it is not explicitly stated in the material.

Given a specific selection, when the main idea is not explicitly stated, the learner will state orally in his own words the main idea.

Given a choice of main ideas, the learner will select the idea which best describes the content of a given selection.

Given a story, the learner will describe in writing its main idea.

Given a selection whose content infers a moral, the learner will interpret the meaning of its content.

Given a group of paragraphs in which topic sentences are clearly used, the learner will underline the topic sentence in each paragraph.

Having underlined the topic sentence of paragraphs in a specific selection, the learner will use only the underlined information to state the main idea of the entire selection.

Given a written selection, the learner will compose a title expressing the main idea of that selection.

B20-3

Infer the time and/or story setting when it is not explicitly stated in the material.

Having listened to a story, the learner will select from a group of illustrations that one which best illustrates the time and setting of the story.

Given a selection in which the time and place setting is not clearly defined, the learner will use context clues, pictures, and/or any additional author clues to describe these settings.

B20-4

Infer likenesses and differences of story characters, times, and/or places described in the material.

Given a set of pictures from a familiar story, the learner will identify the characters associated with each picture.

Given a set of pictures of characters from familiar stories, the learner will identify common characteristics.

Given two familiar stories, the learner will compare character traits in each of the stories to show similarities or differences.

Given two familiar stories, the learner will describe similarities or differences in the story settings.

B20-5

Infer the reasons for certain incidents, events, or characters' actions when not explicitly stated in the material.

Given an illustration or picture depicting an action event, the learner will state possible reasons for actions shown.

Given descriptive phrases relative to emotional situations in a story, the learner will tell how these relate to the actions of the character.

Given a short selection that describes the emotional reactions of a character, the learner will state possible action events that could have prompted the described behavior.

Given a selection depicting a story incident, the learner will describe possible reasons for the incident.

Given a selection of cause and effect relationships, the learner will identify these relationships by matching each cause statement with its corresponding effect statement and will state reasons for them.

B20-6

Conjecture about the outcome of a selection when only the initial portion of it has been read.

Given a selection in which the author describes characterizations and events building to a specific climax, the learner will write an appropriate conclusion and state his reasons for it.

B30-1

Judge whether the content of a selection could have described a real-life situation.

Given a picture containing an exaggeration, the learner will identify that exaggerated portion of the illustration.

Given a story orally which deals with both truth and fiction, the learner will state two things that could be true about the story and two things which could not.

Given an animal story in which the characters act like people, the learner will identify those actions which are unrealistic for animals to perform, as well as those realistic for animals to perform.

Given reading selections of fact and fantasy, the learner will classify each one according to the two categories.

B30-2

Judge whether the information presented in a selection is fact or opinion.

Given a statement based on a reading selection, the learner will verify the statement by using supportive words and phrases from that selection.

Given a statement based on a reading selection, the learner will prove or disprove the statement is factual by using information from other data sources as well as the selection itself.

Given a random group of factual and opinionated statements, the learner will classify each one according to those categories, using as his criterion for judgment whether or not proof for the statement exists.

Given current information from sources such as advertising slogans, travel information, cartoons, campaign literature, etc., the learner will distinguish the factual statements from opinionated statements, using as his criterion whether or not proof for the statement exists.

Given an advertisement from a newspaper or magazine, the learner will determine whether the text affirms, denies, or fails to express opinion about a supposed fact or condition.

B30-3

Judge the comprehensiveness and accuracy of a subject as presented by one author when compared to other sources on that same subject.

Given three selections of information dealing with the role of a specific community worker, the learner will listen to or read the selections and determine which selection has the most information.

Given three selections of information dealing with an historical event, the learner will determine which is the most accurate based on when the article was written, the author's background, and whether or not the facts included can be supported by proof.

Given a topic and a list of sources containing discussions of the topic, the learner will read the source discussions and rate them from best to poorest, using as his criterion the completeness of the information and whether the author supported his statement with factual proof.

B30-4

Judge the appropriateness of any selection or parts of a selection in terms of its relevance to solving a problem.

Given a series of illustrations, the learner will determine which ones do not relate to the total content of the series.

Given a series of sentences, the learner will identify which sentence is not related to the others.

Given a paragraph containing at least four sentences, the learner will identify the one sentence which is unrelated to the topic of the paragraph.

Given a graph or chart, the learner will determine what information is related to the solution of an assigned task.

Given a short article of written information and a list of statements, the learner will identify which statements are pertinent to the article, which are opinions about the article, and which are not related to the article.

Given a specific topic for which the learner must seek information, he will locate the select information that is pertinent to that topic.

B30-5

Judge whether the character's actions are suitable for the particular situation described.

Given a series of pictures showing one character displaying action, the learner will determine which picture or pictures do not relate to the others in the action series.

Given a series of events about a character in pictures or sentences, the learner will describe appropriate continuing actions for that character.

Given a selection describing a character in a given situation and a group of statements giving additional description of the character, the learner will state a judgment of why the character behaved as he did and whether or not his actions were suitable for him and to the situation.

Having read or listened to a selection in which a character is presented with a problem, the learner will list the possible action alternatives suitable to that character in that situation.

B40-1

Empathize with the characters and demonstrate an emotional response to the content.

Given a paragraph describing a character in a particular situation, the learner will identify emotions he thinks were experienced by that character in that situation.

Given a group of character descriptions, the learner will decide which of the characters is most like himself and give reasons for his decisions.

Having read selections describing several characters, the learner will identify which one he would want for a friend and give reasons for his feeling.

Having read or listened to a selection describing a character's action, the learner can give an example of a time in his life when he had experienced the same feelings towards someone or something.

Having been presented with information pertaining to an historical event, the learner will assume the roles of a variety of persons related to the event and portray their attitudes and feelings about the event and the main character, (ex. - a soldier in George Washington's regiment on Christmas Eve before the Battle of Trenton).

B40-2

Respond to the literary quality of a selection in terms of the author's techniques, form and style.

Given three selections of one literary form* dealing with the same topic from differing viewpoints, the learner will give an opinion about each selection and state what items in the selection prompted the formulation of the opinion.

Given a literary form which makes use of idiomatic language or figurative speech, the learner will discuss the author's purpose or intent in using that particular style to express his ideas.

Given an appropriate poem or selection from a poem, the learner will indicate how the author's use of words has created a feeling for the content of the poem.

Given a selection in which qualifying words or phrases are used as part of the text, the learner will identify the techniques and state the author's intent for using such a technique.

Given a selection in which a mood is created and a list of descriptive phrases some of which relate to that mood, the learner will select those appropriate phrases.

* At the appreciation level, the lessons may deal with literary judgment; when the term literary form is used, the lesson could make use of poetry, biography, fables, folklore, myths, fairy tales, song lyrics, news articles, plays, pictures, etc.

B50-1

Develop a reading vocabulary beginning with the extension of his listening vocabulary.

Given three objects and an oral description of one of the objectives, the learner will identify the object described.

Given a picture or selected topic, the learner will dictate a story about it and participate in re-reading that story.

Given a word orally and a group of pictures, the learner will select the correct picture to match the word.

Given a written word and a group of pictures, the learner will select the correct picture to illustrate the meaning of the word.

Given a series of words, the learner will select those words which are similar or synonymous in meaning.

Given a list of words, the learner will give a synonym for each word.

Given a word in a story, the learner will illustrate the meaning of the word by using it in a sentence.

B50-2

Acquire and use a sight vocabulary.

Given a card holder and name cards, one of which has the pupil's name on it, the learner will identify his own name card and place it in the card holder.

Given color samples and color words printed on flash cards, the learner will match the color word with the color sample.

Given picture word cards, the learner will state the word which each picture portrays.

Given a list of words and a word read aloud from that list, the learner will identify the word on the list which was stated.

Given a group of familiar words printed individually on flash cards, the learner will identify these words by immediate recall.

Given a group of basic sight words, the learner will identify these words by immediate recall.

B50-3

Use clues in the context to determine the meaning of a word.

Given a list of words and a sentence missing one word, the learner will select the word in the list which best completes the sentence.

Given a sentence missing one word, the learner will use its context to identify the missing word.

Given a sentence containing an unfamiliar word, the learner will define the word as used in the sentence.

B50-4

Use a dictionary and/or glossary to select a definition of a word appropriate to the context.

Given a word in a particular context, the learner will use his dictionary skills to find the word in the glossary and apply the definition to the context.

Given a word in a particular context, the learner will use his dictionary skills to find the word in the dictionary and select the appropriate definition to fit the context.

B50-5

Recognize and use synonyms, antonyms, homonyms, and heteronyms.

Given a sentence which contains a selected underlined word, the learner will supply an appropriate synonym for the underlined word.

(Repeat the objective for antonyms, homonyms, and heteronyms.)

B50-6

Recognize and translate figurative, idiomatic, and cultural language.

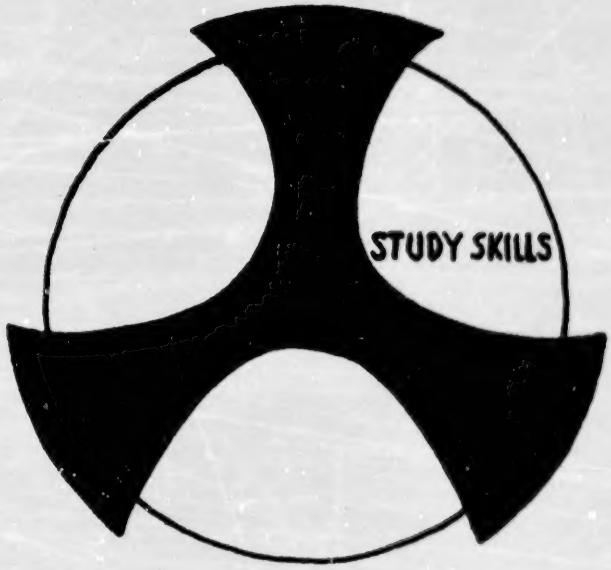
Given a selection containing idiomatic, figurative, or cultural expressions (alliteration, hyperbole, dialect, metaphor, personification, etc.), the learner will identify the expressions.

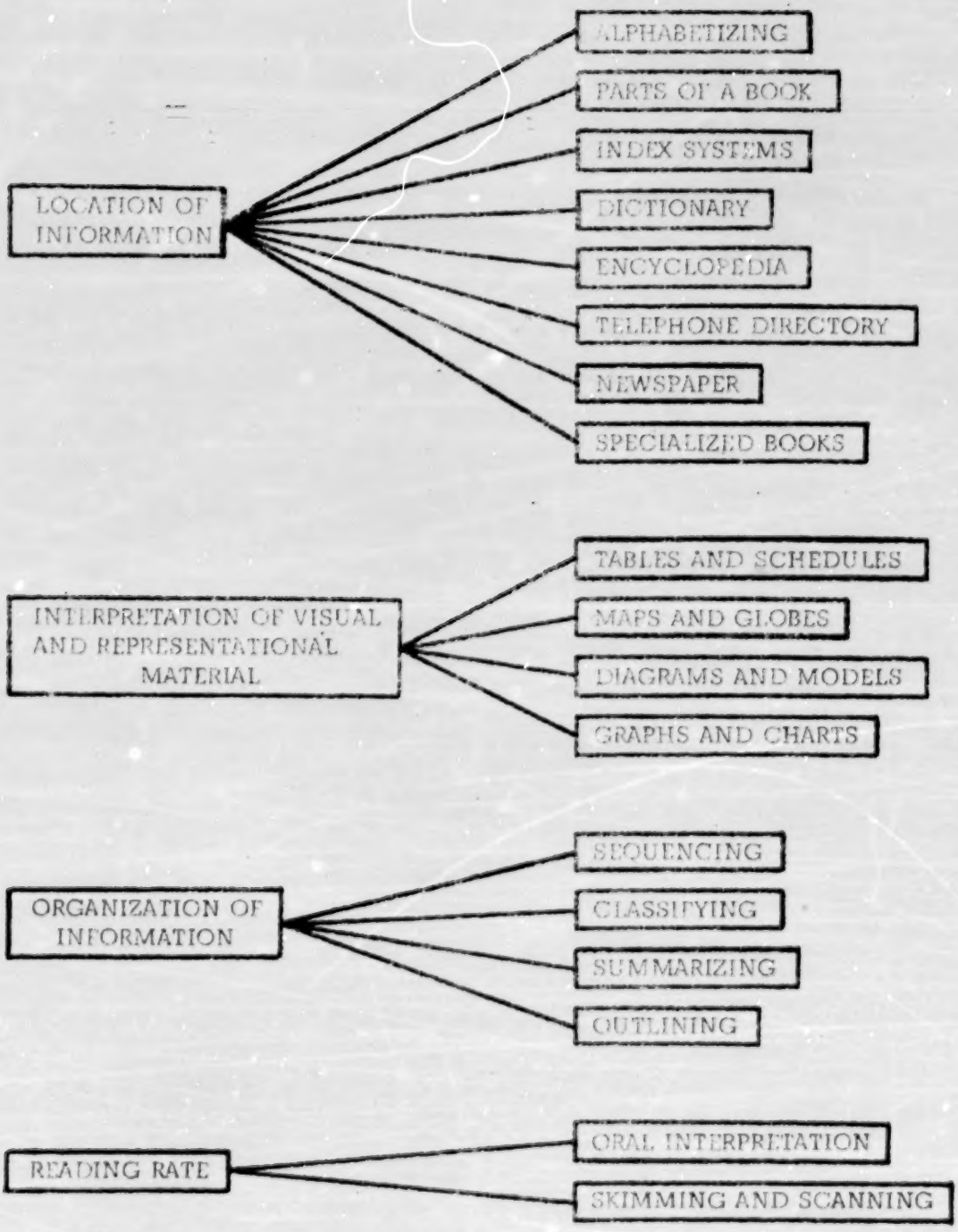
Given selected idiomatic, figurative, or cultural language expressions, the learner will relate their meaning in some explanatory form.

B50-7

Acquire the specialized vocabularies read in materials in the content areas.

Given a selection in any special subject area (mathematics, English, science, or social studies), the learner will identify the vocabulary unique to the subject and relate the meaning to the content of the material.


STUDY SKILLS


LOCATION OF INFORMATION
ALPHABETIZING
PARTS OF A BOOK
INDEX SYSTEMS
DICTIONARY
ENCYCLOPEDIA
TELEPHONE DIRECTORY
NEWSPAPER
SPECIALIZED BOOKS
INTERPRETATION OF VISUAL AND REPRESENTATIONAL MATERIAL
TABLES AND SCHEDULES
MAPS AND GLOBES
DIAGRAMS AND MODELS
GRAPHS AND CHARTS
ORGANIZATION OF INFORMATION
SEQUENCING
CLASSIFYING
SUMMARIZING
OUTLINING
READING RATE
ORAL INTERPRETATION
SKIMMING AND SCANNING

C10-1

Use alphabetical sequence as an aid in locating information.

Given a set of alphabet letters in mixed order, the learner will arrange them in alphabetical order.

Given a list of words, each with a different first letter, the learner will arrange them in alphabetical order.

Given a list of words which begin with the same first letter, the learner will arrange the words in alphabetical order.

Given a list of words, some of which have the same first letter, the learner will arrange the list of words in alphabetical order.

Given a list of words whose first two or more letters are the same, the learner will arrange them in alphabetical order.

Given any list of words, the learner will arrange them in alphabetical order.

C10-2

Recognize and use the specialized parts of a book as an aid in locating information.

Given a book, the learner will identify the table of contents. (Repeat the same objective substituting glossary, index, appendix, bibliography, acknowledgments where appropriate.)

Given several books, the learner will locate the table of contents in each. (Repeat the same objective substituting glossary, index, appendix, bibliography and acknowledgments where appropriate.)

Given a book containing a table of contents, the learner will locate a story in the book using the table of contents.

Given a book containing a table of contents, the learner will name the major sections of the book and locate those sections.

Given a book containing an index and a specific topic, the learner will locate that topic in the index.

Given a list of selected topics found in a book, the learner will locate them in the book using the index.

Given a topic and a related sub-topic, the learner will identify either the table of contents or index as the best source for finding information about these topics.

Given a book containing a glossary, the learner will locate a specific word in that glossary.

C10-3

Use the card catalog and other index systems as an aid in locating information.

After examining the card catalog, the learner will note the alphabetical arrangement of the cards.

Given the title of a book, the learner will locate the title card in the card catalog.

Given the name of an author, the learner will locate a card for that author in the card catalog.

Given a specific subject, the learner will locate a card in the catalog that tells the title of a book which relates to that subject.

Given several cards from the card catalog, the learner will classify the cards by subject, title, or author.

Having found the title card of a given book in the card catalog, the learner will use the library number to locate the book on the shelf.

Having found a card for a specific author in the card catalog, the learner will use the title of the book on the card and the library number to locate the book.

Having found a card for a specific subject in the card catalog, and the title of a book on that card, the learner will use the library number to locate that book.

When asked to locate information about a given subject, the learner will use appropriate cards in the card catalog to record library numbers of usable books, find the books on the shelves and locate the information about that subject.

Given a list of familiar book titles, some of which are fiction and some non-fiction, the learner will classify the titles according to those categories.

Having discussed the Dewey Decimal system, categories and related numbers, the learner will correctly match the categories to their assigned numbers.

Given the title of a non-fiction book whose subject is apparent from the title, the learner will find the book on the shelf.

Having discussed the organization of guides to periodical literature, the learner will locate a given topic within the guide.

Having discussed the organization of guides to periodical literature, the learner will locate a source for an assigned topic within the guide.

Having located a topic and related source in a periodical guide, the learner will locate the specific periodical in the library.

Having located a specific periodical in the library by use of a periodical guide, the learner will locate the information needed in the periodical.

C10-4

Use the dictionary to locate and derive meanings of any word.

Given a list of selected words and a picture dictionary, the learner will locate each word in the picture dictionary.

Given a list of selected words and a beginning dictionary, the learner will locate each word, its meaning, and use each word correctly in a sentence.

Given a list of words, the learner will identify the dictionary guide words for each.

Given a selected word and a dictionary which gives word origins, the learner will name and define the original word form from which the given word was derived.

Given a dictionary and a list of words, the student will locate each word and identify what its grammatical abbreviation represents.

Given any word in context and a dictionary, the learner will locate the word and select the appropriate definition to fit the context.

C10-5

Select an appropriate encyclopedia and use the specific content of that encylopedia as a source of information.

Given a set of encyclopedias, the learner will note the volume subsets and the alphabetical arrangements of each.

Given a set of encyclopedias and a selected topic, the learner will select the appropriate volume of that set to find information about that topic.

Given a set of encyclopedias which include an index and a selected topic, the learner will use the index and find all possible sources of information about the topic within the set.

Given a selected topic and several encyclopedias, the learner will select the appropriate encyclopedia for information about that topic.

C10-6

Use an appropriate telephone directory as an aid in locating specific information.

Given a telephone book to examine, the learner will indicate the alphabetical arrangement.

Given a page from a telephone book, the learner will indicate that the names are alphabetized by last names.

Given a telephone book and a person's name, the learner will locate the person's name in the telephone book.

Given a set of several telephone books for a local area, and the names of a person living in one specific local area, the learner will choose the appropriate directory and locate the correct listing.

Given an appropriate telephone book, the learner will identify that it has sections of different colored pages.

Given a telephone book and an opportunity to examine the colored sections, the learner will identify what information is contained in each section, i.e., white pages (residential listings), green pages (cross index), yellow pages (commercial listings).

Given a business category, the learner will use the appropriate section of the telephone directory to locate specific companies dealing in that business.

C10-7

Identify and use various sections of a newspaper as sources of information.

Given any daily newspaper, the learner will identify its major sections and sources of information.

Given a metropolitan newspaper containing a table of contents, the learner will use the table of contents to locate specific information.

Given a specific topic, the learner will select the appropriate newspaper section, locate the article and report the required information.

C10-8

Use specialized books as a source of information.

Given a thesaurus and a word, the learner will find the list of synonyms for that word.

Given an almanac and a selected question, the learner will find supportive data to answer the question.

Given a list of specialized reference books, (Compton's Dictionary of Natural Sciences, Bartlett's Familiar Quotations, and the Junior Book of Authors) and a list of topics, the learner will identify the appropriate reference book for information about each topic.

C20-1

Interpret and use information presented in a table or schedules.

Given a schedule or table and a set of questions, the learner will interpret its content to answer the questions.

C20-2

Locate specific areas on a map or globe and interpret information about that area.

Given a globe or map, the learner will identify the four cardinal directions.

Given a globe or an appropriate map, the learner will identify the direction which he would travel from his home to any given area.

Given a globe or map and a place name, the learner will use latitude and longitude to locate that place.

Given the latitude and longitude of a place and the name of that place, and a globe or map, the learner will locate that place by using the latitude and longitude.

Giver a map containing a legend and key, the learner will use the legend and key to identify any factual information the map contains.

C20-3

Interpret and use information presented in a diagram or model.

Given any diagram, the learner will interpret the information given by answering specific questions on its content.

Given a model, the learner will interpret the various parts by answering specific questions.

C20-4

Interpret and use information presented on a graph or chart.

Given several types of graphs, the learner will identify each type.

Given a graph, the learner will use the key to identify the symbols on the graph.

Given any graph and a set of questions, the learner will interpret the graph to answer these questions.

Given a chart and a set of questions, the learner will interpret the chart to answer these questions.

C30-1

Arrange information obtained in a specific order or pattern.

Given a list of familiar sequential items in random order, the learner will arrange these items in correct order.

Given a list of random statements with an apparent order, the learner will arrange these statements in the correct order.

Given a set of related paragraphs in random order, the learner will arrange the paragraphs in proper order.

C30-2

Classify information according to criteria or system.

Given a set of main topics and a list of related items, the learner will correctly categorize those items with the appropriate main topic.

Given a list of main topics and a list of sub-topics, the learner will match each sub-topic to the appropriate main topic.

Given a list of factual items relating to more than one topic, the learner will arrange each of the items in appropriate categories.

C30-3

Write accurate, concise summaries of materials read.

Given selected material, the learner will state orally the key elements (who, what, when, where, why) of that selection.

Given selected material, the learner will write a brief summary statement which includes the key elements of the selection.

Given a selection with key elements and supporting details, the learner will select the key elements and summarize them in a paragraph.

C30-4

Use outlining to organize information.

Given a skeletal outline form and a list of main topics, the learner will place the topics in the appropriate places on the outline form.

Given a skeletal outline form with main topics filled in, the learner will correctly fill in the sub-topics from a list provided.

Given a skeletal outline form, the learner will write in both main topics and sub-topics from a list provided.

Given a set of facts, the learner will categorize them into main and sub-topics and construct an outline using the categorized facts.

Having chosen a topic for a report and gathered a range of information, the learner will categorize the material into sub and main topics and place the information in outline form.

C40-1

Project meaning and mood of a selection through oral interpretation.

The learner will read aloud materials of an appropriate difficulty level with fluency and effective expression by noting punctuation and typographical devices, and through his interpretation of the author's meaning.

C40-2

Use the silent reading skills of skimming and scanning as predetermined by the purpose and nature of the material read.

Following a discussion of scanning techniques, the learner will scan a book to suggest ideas found within the book.

Following a discussion of skimming techniques, the learner will skim a book to suggest ideas found within the book.

Given an appropriate text, the learner will skim the unit titles, major headings and sub-titles to suggest ideas found within the text.

Given several reading sources, the learner will determine which silent reading technique to use (scanning or skimming) for his appropriate need.

C50-1

Choose to read a variety of material on his own initiative (both in terms of quantity and kind) at his level of ability.

Given appropriate reading materials, the learner will demonstrate a willingness to read the material when asked to do so.

Having voluntarily selected material of particular interest because of content or that it is by a special author, the learner will search for and read additional material relating to that content or by that author.

Given a choice of activities, the learner will voluntarily choose something to read.

GLOSSARY OF TERMS

AFFIX	a prefix or suffix added to a root word
ANTONYM	a word having an opposite meaning from another
CONSONANT	all the letters in the alphabet except a, e, i, o, u
CONSONANT BLEND	a combination of two or three consonants representing a close blending of consonant sounds
CONSONANT DIGRAPH	two consonant combinations that represent one sound (ch, ck, sh, th, wh)
CONTRACTION	a shortening of a word by omission of a sound or letter (The omission is indicated by use of an apostrophe)
DECODING	the process of analyzing and/or unlocking a printed word on the basis of known phonemic and structural clues, context, and use of dictionary
DIPHTHONG	two vowel sounds in a syllable which are blended so closely that they glide to give the impression of one sound (oi, ay, ow, oy, ou, ew)
GRAPHEME	a printed letter - symbol used to represent a speech sound or phoneme
GRAPHEME - PHONEME RELATIONSHIP	refers to the relationship between printed letters and the sounds they represent
GRAPHEMIC BASE	a vowel letter or letters, with a consonant letter or letters following, such as <u>at</u>. It may be found in several rhyming words, such as <u>fat</u>, <u>cat</u>, <u>bat</u>. One kind of graphemic base also has a final <u>e</u> marker, as in <u>ame</u>.
HETERONYM	a word having the same spelling as another but a different pronunciation and meaning

HOMONYM	a word having the same pronunciation as another but a different meaning and usually a different spelling
INFLECTIONAL FORMS	words that have undergone change by the addition of an ending for grammatical purposes, such as case, gender, number, tense, person, mood or voice
LINGUISTICS	the study of language
MORPHEME	the minimal unit which bears meaning (Suffixes, prefixes, plural ending, etc.)
MULTI-SYLLABIC	a word of more than one syllable
PHONEME	the smallest unit of sound in a language
PHONEME-GRAPHEME CORRESPONDENCE	the relationship of a significant language sound (phoneme) to a letter (grapheme) or letters
PHONEMIC ANALYSIS	using speech sounds organized into phonemes in order to associate them with graphemes for the purpose of decoding words
PHONETICS	a term used to designate the science of speech sounds
POLYSYLLABIC	a word of more than one syllable
POSSESSIVE FORM	the spelling of a noun by the addition of 's or s' to show ownership
PREFIX	a significant syllable or particle used as the first element which changes the meaning of a root word (un happy, re tell)
PRONUNCIATION RESPELLING	that phonemic respelling which immediately follows an entry word in the dictionary
SILENT CONSONANT LETTERS	consonants which appear in a word, but are given no sound (gnaw, wrap, know)
SUFFIX	a word element which is attached to the end of a root word and changes or modifies the meaning of the root word (care less, success ful)

SYLLABLE	a vowel or a group of letters containing a vowel sound which together form a pronounceable unit
SYNONYM	a word having the same meaning as another
VOWEL	the letters, a, e, i, o, u (y and w are semi-vowels)
VOWEL DIGRAPH	two-vowel combination that represents one sound (ee, ea, ai, oa, etc.)